



DEVELOPMENT OF CANVA-BASED LEARNING VIDEO MEDIA FOR PANCASILA SYMBOLS MATERIAL FOR GRADE II SDN 2 JABON TULUNGAGUNG REGENCY

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Abstract - The rapid development of the times brings many changes in life, especially in the field of education. Moreover, in an era that requires educators to be creative and innovative in developing potential, especially in learning media. Engaging learning media can create a relaxed classroom atmosphere for students, as students who are not interested in learning may feel bored during the learning process. The purpose of this research is to develop Canva-based learning video media, test the validity of the developed media product, and determine the applicability of the Canva-based learning video media product on Pancasila symbols material for Grade II at SDN 2 Jabon. This research method uses the ADDIE model, which consists of analyze, design, development, implementation, and evaluation. The instruments used include validation questionnaires from material experts, media experts, student response questionnaires, and teacher response questionnaires. The criteria obtained from the validation of media expert I showed a percentage score of 96%, indicating it is very valid, while media expert II showed 78%, indicating it is valid. The validity criteria from material expert I showed 80%, indicating it is valid, while material expert II showed 93%, indicating it is very valid. The student response questionnaire obtained 84%, indicating it is good, and the teacher response

questionnaire obtained 93%, which falls into the very good category. Therefore, it can be concluded that the Canva-based learning video media on Pancasila symbols is valid for use in learning.



I. INTRODUCTION

Education plays a very important role in ensuring the survival of a nation and state, as it serves as a means to improve the quality of human resources in the future. According to [1], education acts as a bridge between the current generation and future generations by shaping human resources with adequate potential and competencies. Learning media is one of the important components in the teaching and learning process, as it contributes to improving the quality of education, as stated by [2]

[3], explain that learning media encompasses everything that can effectively convey ideas through various communication channels, evoke emotions, thoughts, and motivation among students, while also supporting the development of the learning process. Moreover, in this technology-driven era, the educational paradigm is shifting towards technology-based learning, requiring educators to be creative and innovative in developing students' potential. According to [4], learning video media is media that contains messages in audio and visual form, such as concepts, principles, procedures, theories, and applications of knowledge, so that it can help students understand the material. Video is the most effective way to convey information. In addition, the application of video in learning can provide new experiences. Based on research criteria by [5], the use of appropriate learning media will make it easier for students to understand the material presented and can attract students' interest in learning more actively. The use of media at the elementary school level is very necessary, because the presence of learning media in the classroom will provide an interesting and enjoyable impression.

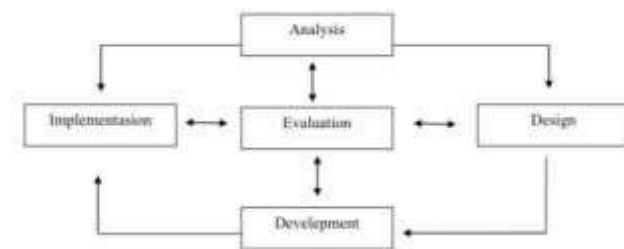
[6] suggests that to make teachers and students more creative and innovative, we need to use the Canva application. Learning media that fosters students' interest in learning and understanding is essential. Therefore, this research utilizes innovative and creative learning media through the use of Canva-based video learning media, which includes material for second-grade students. Thus, the researcher has titled the study as follows: 'Development of Canva-Based Video Learning Media.'

II. METHOD

The development model used in this research is the *ADDIE* model (*Analyze, Design, Development, Implementation, Evaluation*). This model is developed through several stages as explained by [7], p. 3), namely: analyze, design, development, implementation, and evaluation.

The researcher chose the *ADDIE* development model because the *ADDIE* instructional design model is general and suitable for the development of Canva-based video learning media with systematic material. Visually, the stages

of the *ADDIE* development model can be seen in the image below :



ADDIE Model Image

This research and development procedure refers to the *ADDIE* development model, which stands for Analysis, Design, Development, Implementation, and Evaluation. The *ADDIE* model used by researchers consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Using the *ADDIE* model in developing teaching materials will facilitate more effective and efficient product development. The *ADDIE* model allows for the development of teaching materials objectives, the development of teaching materials content and materials, and the planning of the development and implementation of the teaching materials process.

The flowchart of the research steps is as follows:

1. *Analyze*

In this first stage, the researcher conducts a problem analysis in learning and the needs for the development of learning media as a basis for developing video learning media. Analyzing the application of video learning in the classroom is very beneficial.

2. *Design*

In the design stage, the researcher prepares the design of the learning media to be developed, which is in the form of Canva-based video learning media. Additionally, at this stage, the researcher also designs instruments that will be used to evaluate the quality of the developed learning media. The instruments include validation sheets by media experts, validation sheets by content experts, and questionnaires as tools for collecting user response data.

3. *Development*

The development stage is the product development phase. At this stage, the researcher creates the Canva-based video learning media to design the appearance of the media. Subsequently, the researcher conducts media and content validation to assess the validity, which is carried out by expert validators in media and content, specifically lecturers from Universitas Bhinneka PGRI. During the validation process, the validators use the instruments that were prepared in the previous stage.

4. *Implementation*

In the implementation stage, the product developed in the previous stage will begin to be used. At this stage, students as test subjects are presented with the developed learning media. This implementation phase can be conducted using student response questionnaires and teacher response questionnaires.



5. Evaluation

The final stage of the *ADDIE* model is the evaluation stage. The researcher completes the final revision of the developed Canva-based video learning media by referring to the feedback from the validation questionnaires. This is intended to ensure that the Canva-based video learning media is truly valid and suitable for use in learning activities.

C. Product Trial

The product trial phase aims to determine whether the developed media is suitable for use. After the product was validated by media and content experts, the Canva-based video learning media was piloted on second-grade students at SDN 2 Jabon.

1. Trial Design

The trial design for developing Canva-based learning video media is as follows:

a. Expert Validation

1) Media Expert

Validation aims to provide an assessment of the quality of the media produced. The assessment criteria and suggestions will be used by researchers to improve the product being developed. Media expert validation was conducted by Mr. AP and Mrs. DAAP, lecturers at Bhinneka PGRI University.

2) Material Expert

Material expert validation was conducted by two material experts: a lecturer from Bhinneka PGRI University and the second-grade homeroom teacher at SD Negeri 2 Jabon. The material expert validation aims to provide feedback and suggestions related to the quality of the material in the developed learning media. The suggestions provided by the validators will lead to improvements in media development.

3) Product Revision

Validation by media and materials experts, by administering a questionnaire, identified criteria or suggestions that would be used by the researcher to revise the Canva-based learning video media product. With these improvements, it is hoped that the product development will be more valid for student use in the Pancasila Symbols material for the subject.

4) Field Testing

The field testing procedure for the use of Canva-based learning video media for the Pancasila Symbols material for the subject is as follows:

a) The researcher explains the purpose and objectives of the field test to the teacher.

b) The researcher presents the Canva-based learning video media for students to use in the lesson, accompanied by the class teacher.

2. Trial Subjects

This research was conducted at SD Negeri 2 Jabon, located in Jabon Village, Kalidawir District, Tulungagung Regency, East Java Province. The trial subjects for this development were second-grade students at SD Negeri 2 Jabon. There are 12 second-grade students at SD Negeri 2 Jabon, consisting of five girls and seven boys.

D. Data Types

This research and development used both qualitative and quantitative data. Qualitative data came from suggestions for improvement in the validation questionnaire completed by media experts and content experts, as well as student suggestions and comments on the distributed questionnaire. Quantitative data came from the questionnaire scores obtained.

E. Data Collection Techniques and Instruments

1. Data Collection Techniques

According to Sugiyono [8], because data collection is the primary objective of the research, the data collection method is the most strategic step. The data collection techniques used in this research are as follows:

a. Interviews

Interviews are a data collection method that involves directly contacting data sources through verbal information without written responses.

This interview was conducted between the researcher and a second-grade teacher at SDN 2 Jabon to gather initial data on classroom learning and the characteristics of second-grade students.

b. Questionnaire

According to [9], a questionnaire is a written statement used to obtain information from respondents about themselves or their knowledge. In developing this Canva-based video learning media, the type of questionnaire used was a closed-ended questionnaire, where answers are already provided, allowing respondents to simply choose. According to ([10], a structured (closed-ended) questionnaire is a type of questionnaire in which questions are formulated and alternative answers are provided for respondents to choose from. The data is then analyzed descriptively quantitatively by describing the scores for each observed aspect. The proportions are determined using the data obtained.

c. Documentation

Documentation is used as a supplement to research in the form of images (photos). This documentation allows for more data that might not have been obtained during observations, interviews, and questionnaires.

2. Instruments

According to Arikunto, data collection instruments are tools selected and used by researchers in their data collection activities to make the process systematic and streamlined. The following research and development instruments were used by the researcher:

a. Media and Material Validation Sheets

In this study, the researcher used a media validation sheet and a



material validation sheet as instruments to measure the validity of the product. The Canva-based learning video media validation sheet was used to verify the validity of the learning media by submitting the media validation sheet to an expert validator (media expert). Meanwhile, the Subject Material Validation Sheet was used to determine the validity of the material contained in the media. Submission of the material validation sheet to the validator coincided with the presentation of the Pancasila Symbols material contained in the Canva-based learning video media. The assessment questionnaires used in this study included a questionnaire for the media expert and a questionnaire for the material expert.

Data Analysis Techniques

1. The data analysis technique in this study used a validation sheet and a descriptive questionnaire. Data obtained from questionnaires from media experts, material experts, and student and teacher responses were converted into qualitative (letter) values.

RESULTS AND DISCUSSION

1. The results of the validation by media

The assessment by media experts consists of a questionnaire filled out by validators with 2 aspects totaling 11 statements. Based on the results of the media expert validation, the development of the Canva-based video learning media received a score of 96%, which is categorized as 'very valid' for use in learning.

2. Results of Material Expert Validation

The validation by material experts consists of 2 aspects, namely the content with a total of 11 statements. Based on the validation results, the development of the Canva-based video learning media received a score of 93%, which is categorized as 'very valid' for use in learning.

3. Student Response Questionnaire

The student response questionnaire was conducted at SD Negeri 2 Jabon. In this trial, the researcher aimed to understand the responses of students and teachers towards the developed learning media. To achieve this, the researcher provided a questionnaire to the students. The student response questionnaire consists of two aspects with a total of 10 statements. The aspects evaluated include usefulness and visual design, with a percentage score of 84% categorized as 'very good'.

4. Teacher Response Questionnaire

The teacher response questionnaire consists of 2 aspects with a total of 9 statements. The aspects evaluated include material quality and visual design, with a percentage score of 93% categorized as 'very good'. This criterion indicates that the applicability of the Canva-based video learning media is very valid and can be implemented for Grade 2 students at SDN 2 Jabon.

possible without the support and contributions of various individuals and institutions. The researchers would like to express their deepest gratitude to:

1. Allah SWT, for the strength, guidance, and blessings throughout this research.
2. University of Bhinneka PGRI, especially the Faculty of Social Sciences and Humanities, for providing the academic support and resources needed.
3. I would like to express my gratitude to Dr. Ria Fajrin Rizqy Ana, M.Pd., as my supervising lecturer. Thank you for the guidance and direction you have provided to the author throughout this process.
4. Principals, Teachers, and Students of SD Negeri 2 Jabon, who participated in this study and provided valuable feedback.
5. Media and Material Experts, for their constructive input to improve the learning media.
6. Families and Colleagues, for their encouragement, patience, and motivation.

CONCLUSION

1. The Development Process of Canva-Based Video Learning Media for Grade II Students at SD Negeri Jabon This research uses the ADDIE model, which consists of analysis, design, development, implementation, and evaluation. The first stage is analysis, which includes material analysis and needs analysis. Material analysis focuses on the subject of Pancasila Education, specifically the material on the symbols of Pancasila. Needs analysis indicates limitations in the use of learning media, where teachers only use limited media such as images and books. Therefore, there is a need for learning media that can assist students, such as video learning media.

The second stage is design, where the researcher designs the video learning media, which includes the video opener, greeting, learning objectives, learning flow, and explanation of the basic state material. The third stage is development, where the researcher develops the Canva-based video learning media. This media is validated by media and material experts to determine the validity of the media used. At this validation stage, the researcher receives suggestions and feedback from media and material experts as revision materials for improving the video learning media product.

The fourth stage is implementation, where the researcher conducts trials with students and teachers of Grade II at SD Negeri 2 Jabon. The trial is conducted by displaying the video learning media using a laptop, LCD, and sound system. The researcher also provides a questionnaire to assess the applicability of the video learning media used. The fifth stage is evaluation. At the final stage of the ADDIE model, it was found that students' understanding improved, as they were able to mention and explain the symbols of Pancasila correctly. This proves that the use of Canva-based video learning media is effectively applied in classroom learning.

2. Validity Level of Canva-Based Video Learning

ACKNOWLEDGMENT

The success of this research would not have been



Media.

The Canva-based video learning media that has been created received a percentage score of 96% from media expert validator I, which is stated as very valid, and 78% from media expert validator II, which is stated as valid. Material expert I received a percentage of 80%, which is stated as valid, and material expert II received a percentage of 93%, which is stated as very valid.

3. Applicability Level of Canva-Based Video Learning Media. The Canva-based video learning media that has been tested for students received a percentage criterion of 84% from the student response questionnaire, which is stated as very good, thus this media can be applied in learning. The teacher response questionnaire received a percentage criterion of 93%, which is stated as very good and can be applied in classroom learning.

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